

The
**RELATION OF
LANDSCAPE
ARCHITECTURE
TO THE PUBLIC SCHOOLS**



The Relation *of* Landscape Architecture *to the* Public Schools



AN ADDRESS *before*
The National Convention of School Officials
At DETROIT, MICHIGAN, JUNE, 1921

By

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"The little Red Schoolhouse has been reverently praised, as it should be. Praise also belongs to the log cabin, the flintlock musket, the corduroy road, and the one-horse shay. But our reverence for all of these can be best shown by installing them tenderly in museums, while we endeavor, as the builders of those pioneer schools endeavored, to give the children a share in the best we have."

Toledo Blade.

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Foreword.

OUR forebears in their effort to secure life, liberty and happiness were forced to use the materials at hand, which nature provided, and thus America's first schoolhouses were built of logs. In the course of time, however, conditions changed. The log houses were razed and in their stead came the period of the famed "Little Red Schoolhouse" which marked an epoch in American History.

The little red school house and McGuffey Readers now live in memory's attic only. The automobile has replaced "Old Dobbin," and with it came new needs; new view-points and new ideas.

Today the district schools are disappearing. In their stead is the consolidated, centralized school, modern in every respect.

A few years ago, some nameless genius conceived the idea that school grounds properly planted with shrubs and trees indigenous to the region, would be an asset in the proper education of the young.

And now come those, who have taught in schools properly beautified, saying: that in their experience this has an influence for good on all scholars attending them.

The Landscape Department of the Greening Nursery Company of Monroe, Michigan, takes pleasure in calling attention of those interested in the work they have done in beautifying many schools in the middle west.

So marked has been the benefit of these plantings, that Mr. Charles E. Greening, Consulting Architect of our Landscape Department, was invited to talk on this subject before the National Convention of School Superintendents at Detroit in June, 1921.

His address is so replete with ideas that we take pleasure in presenting you the speech in full and ask you to read it carefully and keep in mind the great truths presented.

In addition we are showing some beautiful halftones made from recent photographs showing school grounds beautified by our Landscape Department.

Letters from those who have had the opportunity to test this matter to their satisfaction are also printed, and we bespeak your careful reading of them in the hope that you will come to realize that environment has much to do in the proper training of the young—and that pupils who attend schools which are sanitary—surrounded by properly planted grounds, will be better pupils, make better citizens, and as such will be greater assets in our country's future than those who have not had an equal opportunity.

Members of School Boards and all others interested in the subject are invited to call on us or write for full information as regards our facilities and experience in this class of work.

The Greening Nursery Company
Monroe, Michigan



The Relation of Landscape Architecture to the Public Schools

By

Charles E. Greening.

*"One impulse from a vernal wood,
May teach you more of man,
Of moral evil and of good
Than all the sages can."*

So wrote Wordsworth long ago; so believes everybody today. "Back to Nature," is now the educational slogan.

We know now that real education consists in knowing the things that touch our lives, the things of every day—the common things of our work and play.

The best university education is merely an extension of the kindergarten idea. Men are but children of larger growth.

In harmony with this idea, educational institutions everywhere are establishing School Gardens where the boys and girls become acquainted with the nature of flowers, trees, shrubs, and vegetables. This is a grand and splendid step forward. Some of the most progressive schools have gone a step further and established botanical gardens for the benefit of the study of natural science; so that within a small compass there is brought together a collection of trees, shrubs, and plants, on the School Grounds, that may be studied text book in hand, under the teacher's direction.

BENEFITS DERIVED BY STUDENTS

This method gives a far more intimate acquaintance with trees and plants and their habits than the old way of merely memorizing their names. A few schools have gone a step beyond this, and with the aid of text books and instructions received from Landscape Architects, have laid out their own school grounds, securing at once the double purpose of beautification, and nature's study. It has been found that students with such surroundings are more submissive to discipline, and school attendance has become a delight, on this account, as well as a duty: whilst, above and beyond all this, the beautiful fact, that

Plate 1.

**East Intermediate School
Jackson, Michigan.**

The treatment of these school grounds was considered a problem for reasons of its high elevation and pronounced declivity. The school building is located 130 feet from the street line on an elevation of 25 feet above the level of the sidewalk in the street. The problem was happily solved by building two grass terraces and relieving the appearances of the steep hill and effects of the terraces by means of careful landscape planting of shrubs, trees, evergreens, hedges, etc., producing a landscape effect claimed to be the most beautiful of any school ground in the state. The landscape development of these shows a result of three years from the time of planting.



Jackson, Mich., Feb. 21st; '21.

Greening Nursery Co.,
Monroe, Michigan.
Gentlemen:

Replying to yours of Feb. 18th in reference to benefits derived from planting done around our schools, will say that the planting has made the grounds very beautiful and attractive, excites much favorable comment from all transients and a feeling of satisfaction to all of our residents. As to just what effect it has upon the individual pupil, I am not able to say, but of course, its influence is good. We like the arboretum plan you followed out in improving our grounds very much; the best evidence of this is shown by the fact that we are just now improving another building site along similar lines.

J. F. FORWARD,
Superintendent of Buildings
Board of Education.



young men and women, have become more responsive to social amenities. And so, it has come to pass that at last, the great truth is found, that it pays to plant trees, flowers and shrubs on the grounds of our public educational institutions, so that the student with such surroundings may be in close contact with the wonderful things in nature.

A wonderful thing is a school garden. Its influence reflects character, moral and social uplift, community betterment, manhood and womanhood, higher ideals.

Trees and plants are the living things that speak a message more educational, more elevating, more refining and interesting than all other subjects in creation. The study of trees and plants and the ministration to their needs and wants is most interesting.

PLANTING OF CLASS AND MEMORIAL TREES

The teaching of planting memorial trees for the men who fought the war, in our public schools, is now fully recognized and has become a most sacred patriotic duty. The Lincoln Highway Committee and many of the Women's Clubs of America are urging the use of Arbor Day for memorial tree planting, with the hope that every child would plant somewhere in America a tree as a symbol of a life given for humanity. As an example, we read in the papers that on April 30th memorial trees were planted on the grounds of the American Forestry Association at Washington, D. C., by Mrs. Warren G. Harding, and Mrs. McCormick, wife of the Senator from Illinois.

ITS SOCIAL INFLUENCE

The building of school landscape gardens consists of a process of fitting the grounds and planting it in an artistic manner for purposes of beauty. It means education along the lines of more beautiful homes, public grounds, parks, boulevards, playgrounds, factory grounds, etc. It means better social conditions and encourages the organization of Civic Improvement Societies, Garden and Nature Clubs.

SCHOOL GROUNDS BOTANICAL GARDEN PLAN

The landscape planting of school grounds, its composition of varieties of trees and plants, should consist of a botanical garden planting, or Arboretum. An Arboretum represents a botanical garden devoted to the cultivation of trees, shrubs, and plants, especially for scientific purposes. In planting a school Arboretum there should be a large collection of varieties in every kind of stock. The shrubs, perennial flowers, and roses should be planted in groups of three or more plants in an orderly and artistic manner. The varieties should be plainly marked by their botanical and common names for the purpose of scientific study, so that during flower time in the summer months, the teachers and students may assemble on the lawns of the school grounds and study in detail the character and habits of flowers and plants. It thus provides a new, useful and fascinating study for the students to write essays, or short topics, on the subject of Nature's flowers and plants. The knowledge obtained in this manner during the early part of a child's life when their minds are most receptive, will never be forgotten.

Plate 8.

Campus Pontiac High School.

A beautiful expression of landscape art is here presented. These grounds are pronounced by many to be the most beautiful laid out in point of tree and plant ornamentation and splendid arrangement of walk system. It is planted on the Botanical Garden plan. The varieties are marked with both common and botanical names. This is a feature of great educational value thus combining both "beauty and utility."



Greening Nursery Company,
Monroe, Michigan

March 29th, 1921

Gentlemen:

We take pleasure in expressing our high appreciation of the landscape planting your company put in on the grounds of the Pontiac High School five years ago.

In harmony with your arboretum idea of planting, the boys and girls of the Pontiac Schools may now become acquainted with the nature of flowers and trees. Our school ground as designed by your Mr. Chas. E. Greening is a great step forward in the study of nature as it gives intimate acquaintance with the plants and their habits, making school attendance more delightful and social amenities more responsive, thus happily combining art with science. You solved a most serious problem of terracing the steep hill of the school grounds, saving us a large item of expense.

Yours very truly,

R. Hazelton, Bus. Mgr.,
Board of Education,
Pontiac, Michigan.



A study of our popular trees and plants in the schools, instead of the botany studies of wild flowers, which in most instances is of no value, soon forgotten and means but very little, whereas, the study of the things in nature, which are before us in our daily life, would mean something worth-while.

The Three Important Factors in School Landscape Development.

Three factors enter into the making of a school Landscape Garden. The Landscape Architect (or designer), the School Superintendent of Grounds and Buildings, and the Gardener in care of the Grounds. The trinity must work in harmony to produce satisfactory results.

FIRST: THE LANDSCAPE ARCHITECT should be a man of practical experience and artistic skill. He should have a thorough knowledge of all the landscape work to be undertaken and be familiar with the character and habits of all the trees and plants to be specified on the planting list. He must be a good planter, a man of ability and experience to handle men efficiently and directing all the construction work of the grounds, walks, drives, lawns, planting, pruning, drainage, etc. He should be a real gardener, not one with wheels in his head, liable to make costly mistakes. In the care of the garden he should have a knowledge of soils, fertilizing, cultivation, irrigation, spraying for insects in a careful and systematic manner. If such a man can be secured, he should be retained to direct the garden work in later years by occasionally inspecting the grounds to give the necessary instructions for the entire season's work.

SECONDLY: THE SCHOOL SUPERINTENDENT of Grounds and Buildings must necessarily be a man who would take an active interest in personally supervising all the work, improvements and changes of lawns, gardens, buildings, and playgrounds. He must work in unity with the Landscape Architect. If he happens to be a practical and experienced gardener—which is rarely ever the case in men holding such an office—you will have gained a great point, and it is just possible that your School Garden would then become a thing of beauty admired by everybody. Much of the success of the School Garden may be attributed to the personal interest taken by the Superintendent.

LASTLY: A GARDENER should be found who has had some practical experience in garden work, is honest and dependable, and who would take a real pride in the success of the garden work. Inasmuch as school gardening is of a technical nature only men you can trust should be employed. Serious mistakes are constantly made in the employment of cheap and incompetent so-called gardeners with little or no practical experience. Garden work must be done at the right time and in the right way.

To summarize, it is important that the three factors must necessarily work harmoniously together to avoid disappointing results, so that one may not shift the blame of mistakes, or neglect on the other.



Plate 3.

A Wealth of Beauty Jackson Intermediate School

Who can put a price on the value of this school landscape development? The picture shows a side view taken from the top of a hill looking down towards the street. The expedient was used of planting carefully selected flowers, shrubs, dwarf trees, evergreens, etc., to relieve the steepness of the hill side and give beauty and character to the magnificent structure. This view shows only a small section of the grounds. The play grounds are in the rear. Thousands of shrubs, flowers and trees are planted on the Botanical Garden idea plan, representing a wonderful educational feature in the study of trees and plants for teachers and pupils to gather on the lawn, text book in

hand, studying the beauty of foliage and flower and the gradual development of the many varieties of trees and plants arranged in an artistic and orderly manner, a pleasure and delight to students and teachers.

Plate 4. High School With Beautiful Surroundings

The features of this school ground are the colonial sentinel trees of evergreens, the flowering shrubs of selected varieties gracefully blending into the green open lawn in a soft vignette, the graceful drooping tree, and beautiful vista of the landscape. The influence such a school garden carries to the students and pupils is most pleasing and refining in its character. The landscape architect and school board have worked together in harmony to produce the effect shown in the landscape and school building. The funds required for landscaping was one of the items considered by the school at the beginning and proved a very good investment as the picture will portray.





Make best use of Lot.

When planting a School Ground make sure to get the best use of the lot. The grounds should be large enough to provide ample room for playgrounds and athletic field, with all the needed requirements and equipment. Where the grounds are small, or crowded, special playgrounds should be provided for, as near the School Grounds as possible. In order to make it possible to convert a school ground into a place of cultivated garden beauty, the frontage of the property should have a sufficient space for open lawn and beautiful garden planting of hardy shrubs, trees, evergreens, plants, hedges, etc., so as to give the landscape an effect of sheltering warm in the winter and restful shade in the summer, in a manner to comport with the general aspect of an artistic landscape.

On the side of the playgrounds shade trees should be planted all along the border, if possible informally, except for the space reserved for the playgrounds. The planting of both sides and rear should consist of a mass planting of hardy shrubs and trees on the Arboretum plan for study and beauty, artistically and informally arranged.

Landscape and Building Architects should work together at the beginning.

Since everything on the school grounds must be done under the idea of permanency, beauty, and utility, it stands to reason that it is advisable to engage the services of an experienced Landscape Architect at the beginning, even before the plans are drawn, so that the Building Architect and Landscape Architect may work together and plan out a building that would be in strict keeping with the economical use of the ground space providing ample space for playgrounds and landscape planting. Serious mistakes are often made in not locating the building on the proper spot of the school site, often on account of the common practice of building architects not taking into consideration the proper use of the grounds intended for decorative, or recreation purposes. It should be understood that the training of a landscape architect is upon entirely different lines than that of the Building Architect, requiring a thorough knowledge of trees and plants, their adaptability and hardiness, as the success of a beautifully laid out Landscape School depends entirely upon the artistic temperament, ability and experience of the Landscape Architect. If it is done properly, and artistically, it will mean something: if only partly done it will express no special meaning. It costs no more to do things in the right way than in the wrong, and in most instances considerably less. It is important that a Landscape Architect be engaged, even before the building plans are completed, in order to get an estimate of the cost of landscape improvements, and also that the two Architects may work harmoniously together for best results. A great mistake is invariably made at the beginning when no provisions are made for setting aside a certain sum of money for outdoor decoration.



Plate 5.

Effective Ornamental Planting of School Grounds.

This view illustrates a beautiful example of the treatment of the entrance of a school building. The features of landscape planting are the hedges, evergreens, shrubs, trees, and the wide winding walks.

Plate 7.

Artistic Park Treatment of Spacious School Grounds.

*"A rare sylvan scene—
A woody theater of
stateliest view"*

—Milton

This is a sylvan scene of great beauty at Scott High, Toledo, Ohio. Trees in this instance give certain shadow effects that help to diversify the landscape. Even the transient glory of the clouds shown in the picture enliven the landscape and their fleecy outline make quick moving pictures that are pleasing to the eye, to anyone who appreciates the wonders and mysteries of nature.





Basic principles of School Landscape Planting.

The perfection of a School Garden lies in its power to create an unbroken continuity of pleasurable emotions. Art exists by expression and for the sake of expression. It expresses, states and shades of feeling, and states and shades of thought. Our aim should be to make a picture of the buildings and grounds. After determining these things we proceed to accomplish them with the proper collection of trees and plants harmoniously arranged. Let the buildings be the central feature and subordinate every other feature to it. Mass your plantings in a strong frame work to give structural characters to the grounds, soften the cold architectural lines of the building by planting graceful shrubs of sizes suitable not to obstruct light from entering the building. In order to create a garden, alive with emotion, we will plant some Evergreens of suitable size and character for all-year round effect. Walks and drives should be conveniently located, ample in width and of substantial character. If the character of the soil is heavy, dig out to a depth of two feet and replace with lighter soil, suitable for promoting a good growth of shrubs, flowers, and trees. Use only good fertile soil for the places where shrubs and flowers are to be planted, apply a liberal covering of well rotted manure after planting, to give fertility to the soil and to serve as a mulch. Cultivate thoroughly with hoe during the entire summer months, especially the first season. Irrigate in dry times after planting, by giving a thorough soaking once a week and not just a light sprinkling. The lawn in order to have a beautiful greensward should be sprinkled constantly in a dry time when there is but little rainfall. Hydrants and hose connection faucets should be located conveniently and in sufficient number not to make it necessary to drag a heavy hose over the lawn. Proper under-drainage is most important, especially on level, sticky soils.

My Experience with Schools.

Having made plain some of the fundamental basic principles regarding the relation of Landscape Garden for schools and having at times permitted a slight digression from the theme in order to throw an incidental side-light on points that otherwise would not be clear, I would beg your indulgence in relating briefly some of my experiences with schools in order to show that the study of trees and flowers will gradually find its way into the schools, and, that the study of the beautiful things in nature is not only most interesting and fascinating, but is eagerly and enthusiastically sought for and enjoyed by the school children.

Nature's study taken up by Schools.

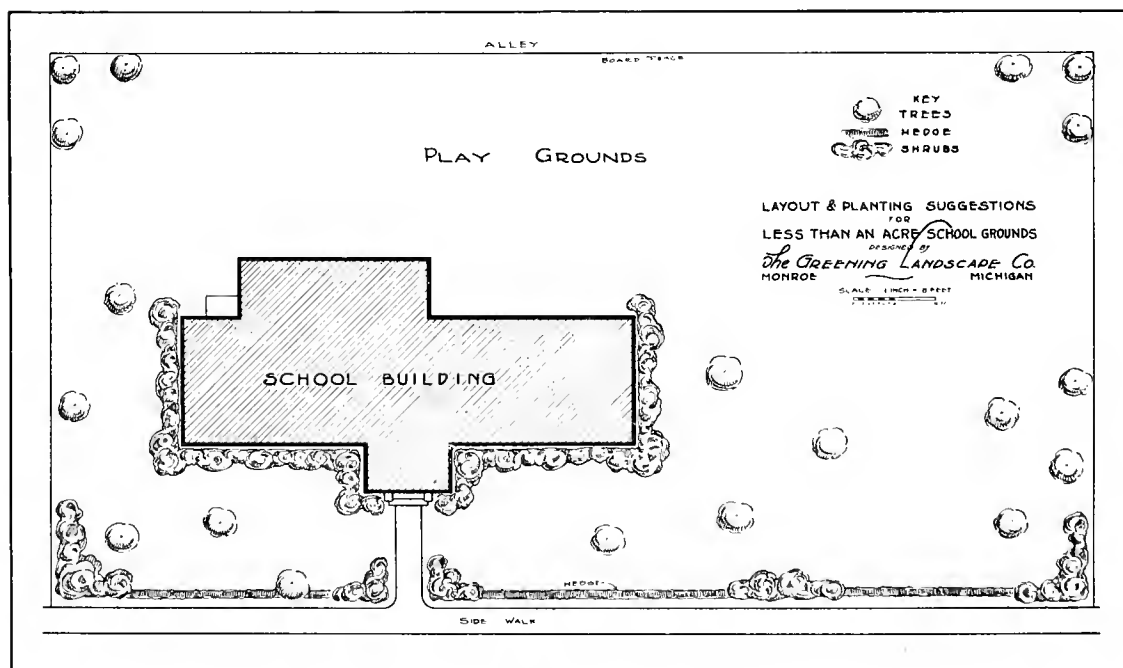
Agriculture and Horticulture is now being taught in many of our high grade schools. A movement is now on foot where the study of Landscape Gardening will be taken up in all the larger schools of this State in the near future. There is a great lack of knowledge in Landscape Gardening for reasons that less than one per cent of the students attending the Universities and Agricultural Colleges are taking up the study of Landscape Garden-



Plate 2.

**Beauty Corner
Pontiac High School.**

The landscape treatment of a recess in lawn in front of the school building shown on the picture, illustrates a beautiful well-balanced ornamental planting of a colony of evergreens, vines on the building, shrubs and a weeping mulberry tree, softening the structural harshness of the brick wall. This planting is truly artistic and interesting to public, teachers and students, and highly educational in its character.



Layout and Planting Suggestions for Less Than an Acre School Grounds

Designed by

**THE GREENING LANDSCAPE CO.
Monroe Michigan.**



ing. The lure of abnormal industrial activities in the large cities during war time and since the close of the year, has completely turned the heads of our young men and women from the things beautiful in nature. Away from the farm and home, away from the haven of happiness and independence. Fortunately they are coming back; most of them, thank God, are back already.

Many School Grounds Neglected.

It is a sad fact indeed to find so many of our American School Grounds in a neglected condition, and it is still more deplorable to know that over eighty per cent of our Public School Grounds have no landscape embellishment at all.

Examples Giving Results of School Landscaping.

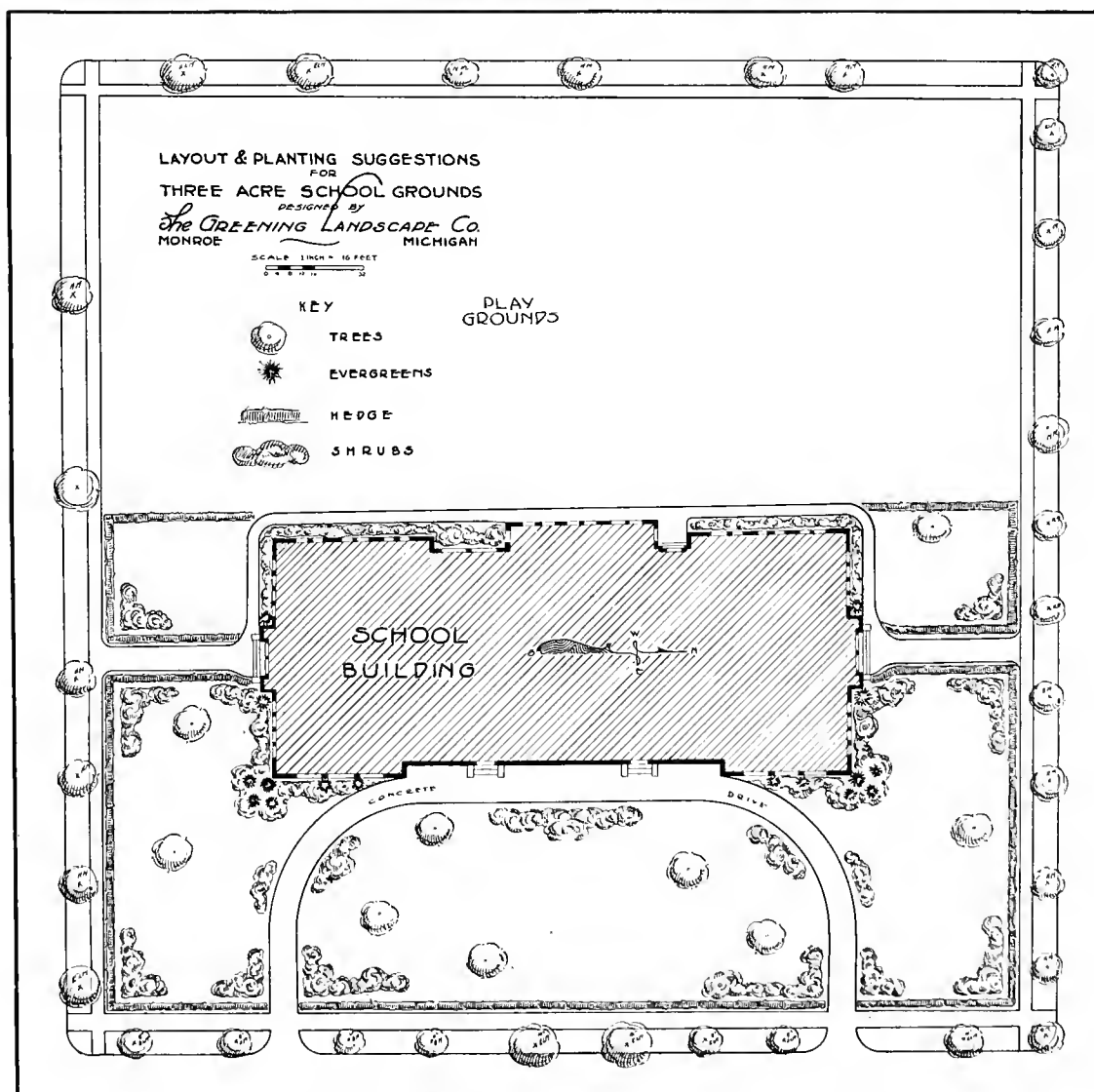
About six years ago I planted in the City of Hillsdale, Michigan, six school grounds; one of these grounds being situated in a locality consisting largely of people of foreign birth. I was informed that this school had the roughest element of boys and girls of any school in the City, and that nothing in the way of beautiful things and gardens was safe from destruction anywhere in the neighborhood of the school. When I began planting this school the boys considered it fun to jump over the beds to see how near they could get to the plants without hitting them. From the expression of their faces they seemed to consider the operation of planting the school yard to shrubs and trees, a sort of a joke. On the second day, I called an assembly of the boys and girls in front of the school and explained to them in a pleasing talk that they were to have the most beautiful school yard in the City. They were told that class beds would be assigned to the different classes of the school to guard and care for, that the plants would be marked with the names of plants and that the entire garden would be entrusted to their care. I was informed later that as a result of the little talk I gave them they became deeply interested in the study of the shrubs and plants on the ground, that better order prevailed, and that the entire discipline of the school was changed. They seemed to take much pride in their respective garden assignments and woe betide any one who would injure the plants or flowers. The flowers were used to decorate the school room. The lesson taught had its lasting effects, higher ideals were established and they became not only better students, but better citizens.

About four weeks ago I gave an address on City Planning in the City of South Haven under the auspices of the Chamber of Commerce. On the morning of my arrival I was requested by the Superintendent of Schools to talk to an assembly of the Senior Class of the High School on the subject of Landscape Gardening and Home Beautification. The students exhibited the deepest interest, and the applause was most enthusiastic. At the close of my talk I was requested to address the Junior Class, assembled in another hall, consisting of several hundred boys and girls. After speaking for thirty minutes we left the hall under a tremendous applause. We went into a side room to get our hats and coats and when we returned they were still applauding, and did not cease applauding until we had

Plate 10.

Semi-Formal Landscape Treatment of School Grounds.

We show here the main entrance of West Intermediate School, Jackson, taken after three years growth. Note the rose bed at base of flag staff. It has been reported that these flowers were never molested and that the children have never abused the trees or flowers or destroyed them. We find without an exception that where gardens have been planted that boys and girls regard themselves as especial conservators of the school garden.



Layout and Planting Suggestions for Three Acre School Grounds
Designed by THE GREENING LANDSCAPE CO., Monroe, Michigan.



left the building. On the evening of the same day and in the morning following, while strolling about the City I was greeted everywhere by the boys and girls, and in each case they manifested their deepest interest in what I had told them on the subject of Home Beautification.

Germany Teaches Horticulture in Schools.

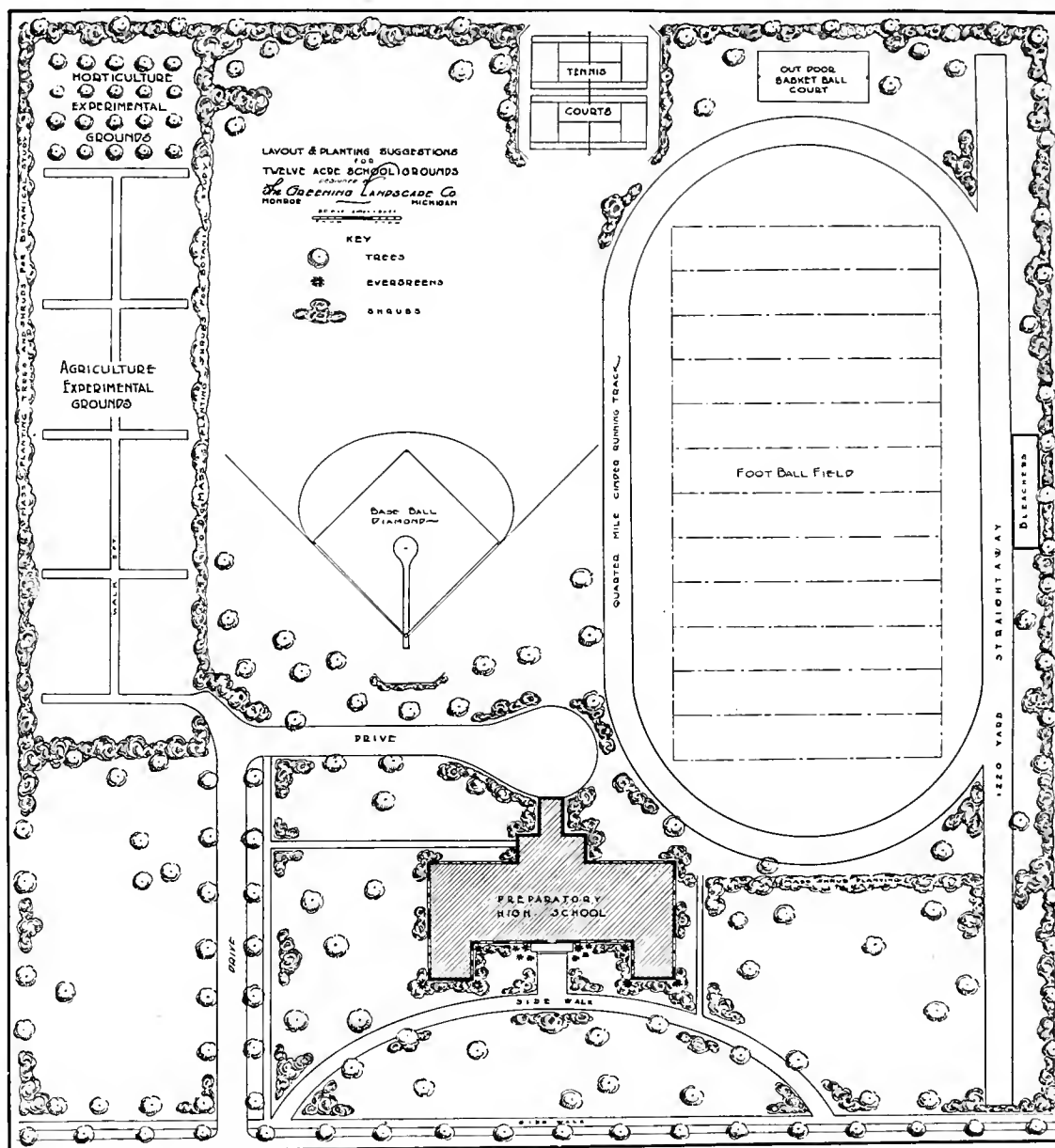
I could relate many instances similar to the one at South Haven, but my interest was never centered so deeply on the subject of what the influence of the study of trees and plants meant to the children of Europe, until I visited some of their own home gardens. The boys and girls had their little gardens of flowers with trees propagated, grafted, and cared for by their own hands, starting them from the seed, giving them careful attention until the plants and trees were developed to a suitable size for planting in the garden. The expressions made by the boys and girls were about as follows: "Come out and look at our garden; this is our cherry tree; this is our prune tree, and these are our flowers."

The art of propagating, grafting and the study of plants and trees had been taught to them in the schools by their teachers, and their little gardens provided for them a pleasure, unexcelled. It is hoped that America will follow the example of our European friends by establishing propagating gardens on our American School Grounds for similar scientific study.

School Arboretum Plan commented upon.

In a letter received recently from Mr. J. F. Forward, Superintendent of Buildings, Board of Education, Jackson, Michigan, he mentions among other things that they are very much pleased with the Arboretum plan we followed out in improving the school grounds; the best evidence of this is shown by the fact that they are now improving other school building sites along similar lines. The grounds are not only beautiful but very interesting from an educational standpoint.

Let the spirit of more beautiful School Grounds take possession of our hearts and souls. Let our School Gardens have the precious things that ennoble life, draw us nearer to nature, give a sparkle to the eye and a smile upon the lip. The influence of such gardens is most refining.



Layout and Planting Suggestions for Twelve Acre School Grounds

Designed by

THE GREENING LANDSCAPE CO., Monroe, Michigan.

Greening Nursery Company,
Monroe, Michigan.

Georgetown, Illinois,
October 26th, 1921.

Gentlemen:

In regard to the landscape development you did on our High School Grounds in the spring of 1920 will say that the plan of development, the nursery stock and the planting of same, were all highly satisfactory. Our students in Botanical and Agricultural work are now deriving much benefit from the shrubs and trees. Our school grounds are fast becoming the beauty spot of our little city and pointed out to visitors with pride. We feel that we have been amply repaid in having experts supervise the plan and the entire work.

Yours,

Dr. M. S. Fletcher,
Former Pres. of Bd. of Education.



Mount Pleasant Public Schools

G. E. Ganiard, Superintendent

Mount Pleasant, Michigan

R. E. Cheney
High School Prin.

October 24, 1921

Greening Nursery Co.
Monroe, Michigan
Gentlemen:

You are certainly deserving of commendation for the very excellent plans you made for landscaping the grounds around our high school, and for the splendid stock you sent us. I never dreamed plants could do so well in one year. It is unusual to get immediate effect from landscape planting, but people who see our grounds conclude they must have been planted two or three years ago.

Beautiful grounds have just as much educational value as good interior decoration. In fact, a beautiful exterior is enjoyed not only by pupils attending school but by the whole community. Since you planted our grounds, hundreds of our citizens have taken steps toward beautifying their home surroundings. In this way the school has led in a commendable civic enterprise.

I suggested that our plans should include several native plants. These plants we find very valuable in connection with our work in Natural Science. It is easy to obtain specimens for class room work and to study the habits and life history of a great variety of plants.

You would certainly be doing a splendid service to Michigan and surrounding states if you would make a special effort to induce school authorities to become interested in beautifying their grounds.

Yours truly,
(Signed) G. E. Gainard,
Superintendent.



Plate 9.

Grade School Landscaping.

We have here a simple treatment of a small school ground converting the open space in front of the building into a garden of beauty at a very small outlay.

Plate 11.

Rose Garden at Entrance to School.

"The love of roses is innate in man, literature, history, philosophy, poetry and song, enshrines the glory of the rose and right royally she crowns herself with a garland of her own weaving."

The variety of roses used in this planting is known as Gruss en Teplitz possessing qualities of constant ever-blooming from June till frost, with beautiful bronze green heavy ornamental foliage, distinctively attractive. This rose belongs to the Hybrid Tea type and requires a covering of straw or ever-green bows for protection during the winter. Color of flower, fiery red.



We illustrate here an example of a wide walk for main entrance with structural features of drinking fountain and flag staff. There are small clumps of individual dwarf bushy evergreens shown at the edges of the walk. The hedges define the walk and lawn and prevent in a way encroachment of pupils on the lawn.



Board of Education, Hillsdale, Michigan

Mr. Charles E. Greening
Monroe, Michigan.

August, 23, 1910

Dear Sir:

The trees and shrubs you planted for us in November, 1909, are doing nicely, and although we expected to get but little good out of them the first year, yet the places where they have been planted are the beauty spots of the town, and the elegant appearance of the school grounds has attracted the attention of nearly every stranger who comes here. I would not have thought it possible to make such a change in the appearance of school grounds as has been accomplished in the past year.

Another thing that has been especially noticeable is the fact that at all of the buildings, the pupils have shown a pride in the appearance of the grounds and instead of being destructive as we feared, they have rather aided in keeping the grounds in a neat condition.

The teachers find the combination of shrubs a help in their nature studies. As you know, we have a course in Agriculture, and the instructor has used the shrubs to furnish examples in layering and other things relating to the technique of plant growth, and to illustrate the value of insecticides and the use of sprays.

This being a town which has no public parks, the town itself being a park, the school grounds have been parks, and all during the vacation weeks there are lots of visitors who show the greatest interest in the beautifying of the grounds, although not otherwise interested in the schools.

Taking it all-in-all, I think it was one of the best investments we ever made when we got you to make out a plan for beautifying the school grounds, as the beauty grows from year to year, and by having a plan for the work, it makes no difference whether the membership of the board changes every year or not. The work can be continued each year, or if circumstances require, some work can be done one year and continued after a lapse of several years, as your way of doing the work by groups makes it possible to do a little bit at a time and always have something that shows up well.

Very truly yours,

Bion Whelan

Sec'y. Board of Education



Plate 17.

School Garden of Great Beauty.

This picture illustrates a blending of formal and informal landscape planting. The open grass lawn, the trees shrubs, hedges, and vines give contrasts that are most agreeable and pleasing to the eye. Winding walks connect the entrance throughout the spacious park campus to the right.

Plate 12.

Pleasing Foundation Treatment of School Wall.

The picture shows a corner of a school beautifully treated by landscape planting to screen the bare brick walls. Note, the colonial shaped trees with branches reaching to the ground, also the evergreens, climbers and dwarf shrubs. The hedge defines the border line of the lawn and walk producing a beautiful picture with the building as the central feature. Children do not encroach on the lawn, thus artistically treated. Students with such surroundings are more submissive to discipline and school attendance becomes a delight.





About the Landscape Service of The Greening Nursery Company.

Over twenty-five years ago, Mr. Chas. E. Greening, President of the Greening Nursery Company, which was established in 1850, began a Department devoted to Landscape Architecture.

From its inception, skilled service to our patrons was insisted on. Therefore, from the beginning only Landscape Architects of highest qualifications and professional standing were chosen as associates.

The years have come and gone. The designs and subsequent plantings made by our company have been maturing, so that now we have examples of our work throughout the country, and those who wish landscape work for home, estate, park, cemetery, school, church or suburban development, may see and enjoy the fruits of our service.

Our architects and designers have the advantage of unexcelled stock of specimen size which is reserved for them by us.

Our clients may have the advantage of this stock if they choose to do so or they may procure plans and lay-outs only.

But our customers will find it an advantage to get the trinity of service we have to offer, thus securing at one and the same time at the minimum of cost and time—our skilled designs—our experience; and our unexcelled service.

THE GREENING NURSERY COMPANY
MONROE, MICH.



Plate 6.

Scott High School, Toledo, Ohio.

The strength of this picture lies in the open lawn and its magnificent back ground of shrubbery and trees giving floral embellishment to one of the most beautiful and largest school buildings in Ohio. The beauty of the school building is caught through the rift of foliage of the stately maple and elm trees informally planted in groups.

Plate 13.

Entrance to Grade School.

A picture full of animation. No matter how small a school ground may be there is always room for some vines on the wall, some shrubs along the foundation, some trees along the roadside, or some flowers or plants in tubs placed on the steps at the entrance.

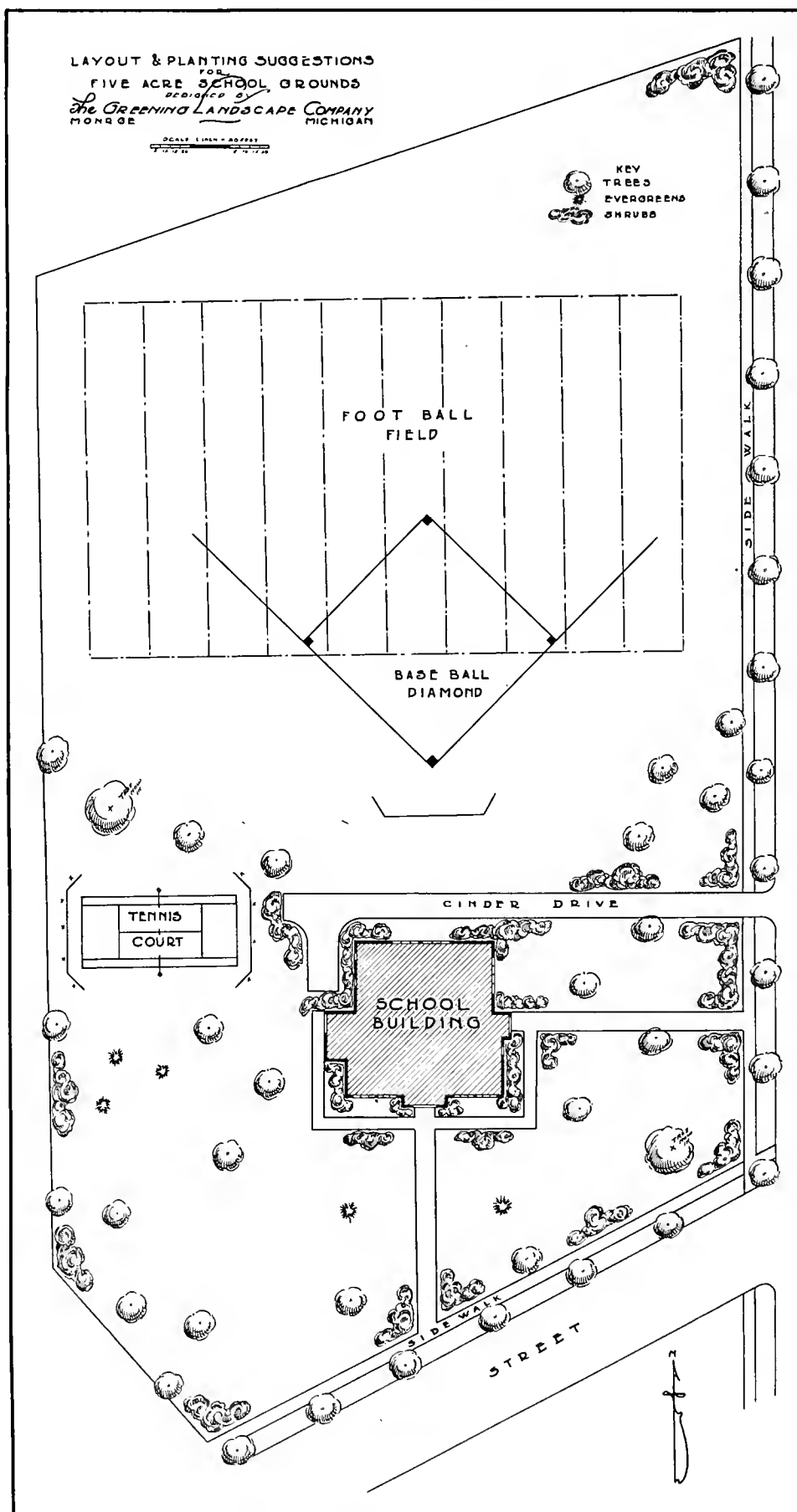


Plate 19.

Landscape Treatment of Small School Grounds.

The little school with its traditions and history can be made just as beautiful in its way as the magnificent structures of the large schools. The influence it conveys with its landscape embellishment is the same. Many of our men of national fame received their early education in the small country school.





Layout and Planting Suggestions for Five Acre School Grounds
Designed by
THE GREENING LANDSCAPE CO., Monroe, Michigan.



Plate 14.

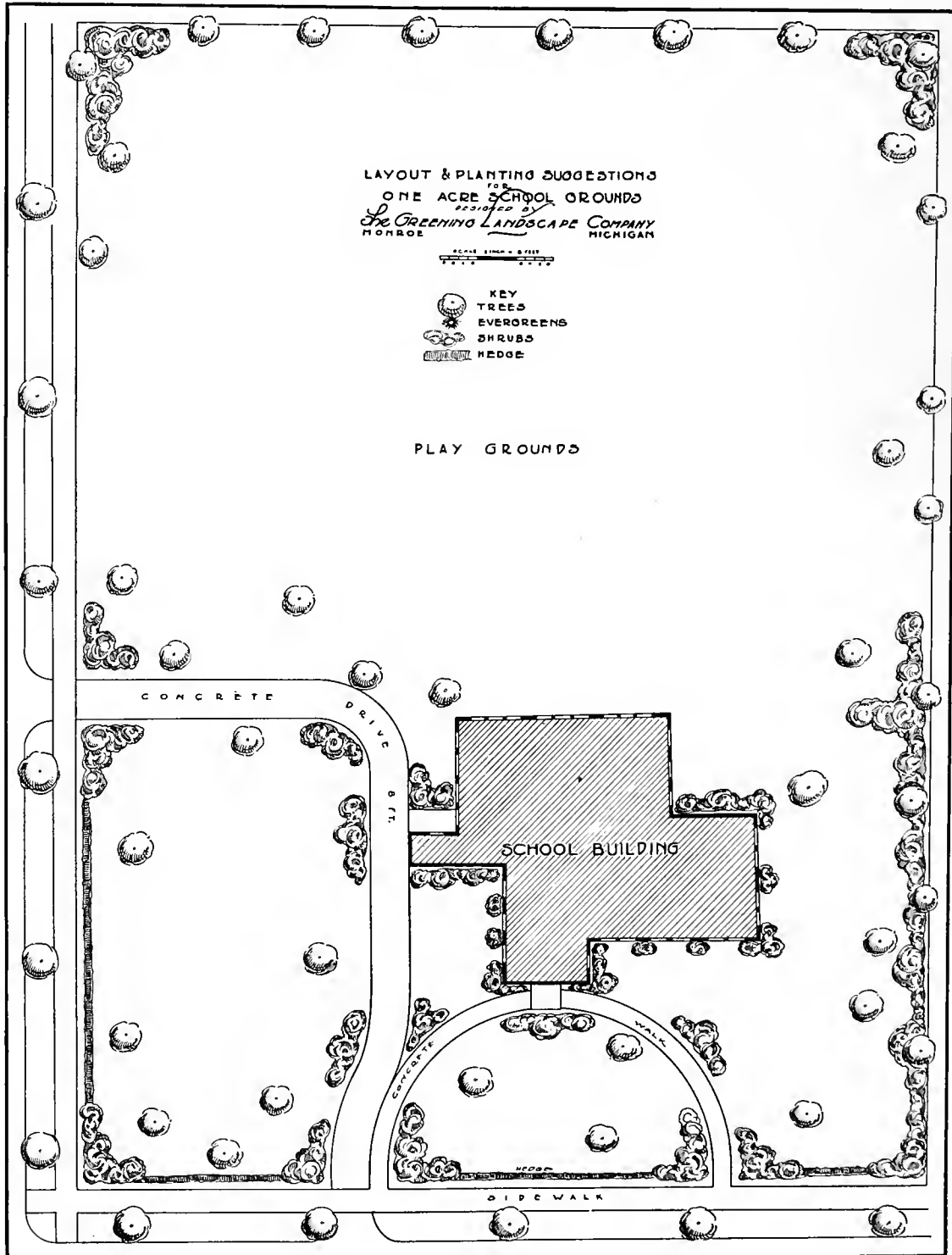
Sad Condition of Largest High School Grounds in Michigan After Eleven Years.

This school campus comprising nearly twenty acres is situated in the very heart of the resident section of the largest city in Michigan. There are three large school buildings on the grounds erected during the past eleven years.

What a pity to educate children in such surroundings. The grounds are illkept and the evidence of neglect is everywhere to be seen. Only a few scattered groups of shrubs and trees planted without regard to expression of beauty and character are discernable. A cannon, an instrument of destruction, instead of flowers or trees with their refining influences, is its central feature, boldly displayed on these spacious school grounds. The old slogan, "I didn't raise my boy to be a soldier" should apply here.

What a wonderful opportunity has been overlooked for an educational Botanical Garden Planting on these grounds, artistically laid out with the names of varieties marked for the study of flowers and plants securing at once the purpose of beautification and nature study.

The purpose of a school is to bring every influence to bear on the teaching of moral and community uplift, character, manhood, womanhood, and higher ideals so that the pupil may become better fitted to master the problems of everyday life. The influence of a beautiful landscape school ground is refining, elevating, educational and incentive for more beautiful homes. The truth is now out that it pays to educate children to become more interested in the things that ennoble life and draw us nearer to nature.



Layout and Planting Suggestions for One Acre School Grounds

Designed by

THE GREENING LANDSCAPE CO.
Monroe Michigan.

Plate 15.

Pontiac High School and Campus.

The picture shows the frontage of the magnificent school building and a small section of the campus. The beautiful park facing the front of the building covers nearly five acres. At the rear of the building are the Athletic grounds. The landscape improvement of these grounds were designed and developed under the direction of an experienced architect. They are arranged on the Arboretum plan for the study of flowers and trees such as we come in contact with in our everyday life.



School Garden Responsible for Better Discipline of Unruly Grade School.

Plate 20.

This school located at Hillsdale, Michigan was generally considered to have the most unruly and destructive pupils in the city. During the process of laying out and planting the school grounds, the boys regarded the planting of flower beds as sort of a joke. After the planting was completed the writer called an assembly of the boys and girls in front of the school and gave them a pleasing flower talk explaining the purpose of the landscape improvements. A bed of shrubs and flowers was assigned to each of the classes of the school to guard and care for. They immediately became interested in the study of plants and trees, order of the school yard was restored, the entire discipline was changed, and pride for the beautiful took possession of their hearts. The inception of higher ideals came to this school with the love they cultivated for the flowers making better students and better citizens. Let us contrast such a school yard with the thousands of grade and high school grounds to be found throughout the country without a single tree, shrub or plant.





Plate 16.

Treatment of Narrow Space.

We show here a real study of clever landscape treatment of narrow space between the sidewalk and the foundation wall of the school building. In this case, the architect of the school building made the mistake of constructing the foundation rough wall requiring a ground fill of four feet in height above the ground level of the walk in the street. To overcome this defect a grass terrace was built to cover the rough wall reaching up close to the windows. The work of the landscape architect in this case in establishing the grass terrace planting, evergreens, of pyramidal form, vines to soften the effects of the brick walls and a Barberry hedge make

up the simple composition of landscape decoration so as not to shut out the light of the windows.

Plate 18.

School Built on a Hill.

The view shows a large high school building located on a hill with an elevation of 25 feet from street level. The features of landscape treatment consists of two grass terraces, a seventy foot grass plaza extending across the entire frontage with gradual slope; and an artistic setting of trees, shrubs, hedges, and plants carefully selected as a means of effectively relieving the appearances of the high elevation, giving character and landscape beauty that are much admired by all who pass or enter the school.



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